**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT**: The Wild West** TIME FRAME: 5 Weeks TEACHER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | In this first six-week unit of second grade, students research an interesting person from the 1800s in the American Wild West and write a biography. Students also read their choice of story in different time periods of life in the West. Students will use geographical representations, terms, and technology to process information and human interacting with their environment. | | | | | | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.  X Students will value evidence.  X Students will build strong content knowledge.  X Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.  X Students will develop an understanding of other perspectives and cultures. | | | | | | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | | | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  **RL 2.4** – Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  **RL 2.5** – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  **RI 2.2** – Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within a text.  **RI 2.7 -** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text  **RFS 2.3b** – Know and apply grade-level phonics and word analysis in decoding words. Know spelling-sound correspondences for additional common vowel teams.  **RFS 2.4a** – Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. | | | |  | | --- | | **Writing** |   **W 2.2–** Write explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  **W 2.5** - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  **W 2.7** – Participate in shared research and writing projects | | | |  | | --- | | **Speaking and Listening** |   **SL 2.1 –** Participate in collaborative conversations with diverse partners about Grade Two topics and texts with peers and adults in small and larger groups.  **SL2.4** – Tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking audibly in coherent sentences | | |  | | --- | | **Language** |   **L2.1a -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., *group*).  **L2.2b -** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas in greetings and closing of letters.  **L2.4d** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).*  **L2.5a** – Demonstrates understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are *spicy or juicy*).  **L2.5b -** Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (*e.g., thin, slender, skinny, scrawny*). | |
| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | | |
| How did society in The Wild West govern itself? | | | | | How to construct a biographical essay or sketch | | | |
| Why would frontiersmen and women live in the west to begin with? | | | | | How to research an important person | | | |
| Why are bravery and independence important when reading biographies and fictionalized stories about The Wild West? | | | | | True chronology (sequence of events told in time order) is important in nonfictional and realistic fictional accounts | | | |
| What information is important as I research an important person? | | | | | Classmates and teachers can help make reading and writing more clear and interesting | | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | | | | |
| **Reading Tasks**  Demonstrate fluent reading to the children, involving an important person from the Wild West.  How are the events told?  How does their time period compare to now? (In other words, how do descriptions of dress, speech, daily habits, and events tell the reader when this occurred?)  Use sequence of events graphic organizers to help the students see why we usually use time order in true or almost true stories/events. | **Writing Tasks**  Students will write biographies about themselves and their lives to this point.  They will then dissect their biographies to determine several aspects:  1) Biographies occur in a specific time order, from birth to death or in the order in which the events truly occurred.  2) Who, what, when, where, why, and how information is present in many informational essays.  3) Interesting biographies talk about interesting things. The students will then write biographies about important people from The Wild West. The teacher will encourage students to produce these biographies in several related forms, such as a Wanted poster, handbill, newspaper article, and journal entry (for ex. Jesse James). | | | **Discussion Tasks**  Introduce a video clip of a Wild West movie. What are some of the important traits of the characters? Using T charts, discuss up to 4 characters, noting their positive and negative characteristics. Are there any similarities across the charts? Using Grand Conversation, lead the students to discussing the way we value certain character traits (i.e., bravery, independence, a sense of justice, helping a friend). Do they share any of these characteristics with the movie characters?  What traits do these important Wild West people have? Give examples of when they were displayed in the movie.  Have students share in discussion information from the different biographies. | | | | **Language/Vocabulary Tasks**  Using an editor’s checklist have students edit biographies and writing samples focusing on capitalization and punctuation.  Have students create picture dictionaries to demonstrate understanding of vocabulary. They will also need to use the words in meaningful sentences.  Have students create word synonyms charts for display in the room (e.g., skinny, thin, sticklike, slender …). These charts should be used as an active resource during the writing process (revision stage). |
| **Assessments:** List types of assessments that will be used throughout the course of the unit. | | | | | | | | |
| **DIAGNOSTIC** | | | **FORMATIVE** | | | **SUMMATIVE** | | |
| -First drafts of biographies and writing samples can be used to determine mini lesson needs (sentence constructional, grammar, punctuation)  -Fluency and accuracy check with first frustrational level text (higher than Guided Reading, which is on instructional level) | | | -Ticket Out – Have students write a simple sentence on a note card to check for capitalization and punctuation.  - Student conferences (revising, editing)  - T charts demonstrating genre understanding or answering who/what/  When/where/why/how questions.  -Think/Pair Share with partner to respond to the Revised Bloom’s Taxonomy questions cards from selected text. | | | * Respond to questions related to the text. (teacher – made tests) * Presentation of a collaborative writing project in which the student demonstrates understanding of how to research a person, craft a biography, and highlight important information. | | |
| **Literary Texts**  *Cowgirl Kate and Cocoa* (Erica Silverman)  *Cowgirl Kate and Cocoa: Partners* (Erica Silverman)  *Ghost Town at Sundown* (Mary Pope Osborne)  *Buffalo Before Breakfast* (Mary Pope Osborne)  *Justin and the Best Biscuits in the* World (Mildred Walter)  **Fairy Tales (and twists)**  *Little Red Riding Hood*  *Little Red Riding Hood: A Newfangled Prairie Tale* (Lisa Ernst) twist on Little Red Riding Hood  *Little Red Cowboy Hat* (Susan Lowell, Randy Cecil) twist on Little Red Riding Hood  *The Gingerbread Man* (Karen Schmidt)  *The Gingerbread Cowboy* (Janet Squires, Holly Berry) twist on The Gingerbread Man  *The Princess and the Pea*  *The Cowboy and the Black-Eyed Pea* (Tony Johnston) twist on Princess and the Pea  **Tall Tales**  *Paul Bunyan* (Steven Kellogg)  *John Henry* (Julius Lester)  *Pecos Bill* (Steven Kellogg, Laura Robb)  *Johnny Appleseed* (Steven Kellogg)  *The Toughest Cowboy: or How the Wild West Was* Tamed (John Frank, Zachary Pullen) twist on generic tall tales  **Informational Texts** (around topics of deserts, desert animals, cowboys, western Native Americans, westward expansion, frontier or “boom” towns, railroads, stagecoaches, the telegraph, etc.  *A Walk In The Desert* (Caroline Arnold)  *Cowboys* (Lucille Recht Penner)  *Cowboys and Cowgirls: Yippee-Yay*! (Gail Gibbons)  *Wild Tracks! A Guide to Nature’s Footprints* (Jim Arnosky)  *B is for Buckaroo: A Cowboy Alphabet* (Louise Doak Whitney)  *Cactus Hotel* (Brenda Guiberson)  *Wild West* (DK Eyewitness Books) (Stuart Murray)  *You Wouldn’t Want to Live in a Wild West Town*! (Peter Hicks, et al.)  **Biographies** (Books and online resouces)  *Bill Pickett: Rodeo-Ridin’* *Cowboy* (Andrea Davis Pinkney)  <http://www.blackcowboys.com/billpickett.htm>  http://digital.library.okstate.edu/encyclopedia/entries/P/PI003.html  Calamity Jane  <http://www.lkwdpl.org/wihohio/cana-mar.htm>  <http://www.biography.com/people/calamity-jane-9234950> (has video embedded, 45:15)  <http://www.essortment.com/calamity-jane-biography-20632.html>  Buffalo Bill Cody  <http://www.biography.com/people/buffalo-bill-cody-9252268> (has video embedded, 43:52)  <http://www.iowadot.gov/kidspages/buffalobill.html>  Wild Bill Hickok  <http://www.kids-n-cowboys.com/hickok.html>  <http://www.biography.com/people/wild-bill-hickok-40262>  Annie Oakley  <http://www.biography.com/people/annie-oakley-9426141> (has video embedded, 1:57)  <http://www.gardenofpraise.com/ibdannie.htm>  Will Rogers  <http://www.biography.com/people/will-rogers-40870>  <http://www.willrogerstoday.com/Articles_About_Will_Rogers/biography.cfm>  Kit Carson  <http://www.biography.com/people/kit-carson-9239728>  <http://www.gardenofpraise.com/ibdkit.htm>  Billy the Kid  <http://www.biography.com/people/billy-the-kid-278971> (has video embedded, 2:02)  <http://www.essortment.com/billy-kid-biography-20371.html>  Nat Love  <http://docsouth.unc.edu/neh/natlove/natlove.html> (autobiography book - full text; primary source)  <http://www.sfponline.org/departments/socialstudies/amwk/ch15wkb.pdf>  <http://www.spartacus.schoolnet.co.uk/WWloveN.htm>  Doc Holliday  <http://www.biography.com/people/doc-holliday-9342122>  <http://www.freeinfosociety.com/article.php?id=81>  Jesse James  <http://www.biography.com/people/jesse-james-9352646> (video embedded, 43:50)  <http://www.pbs.org/wgbh/americanexperience/features/biography/james-jesse/>  John Ware  <http://www.blackcowboys.com/johnware.htm>  <http://pragmaticobotsunite.com/friday-open-thread-african-american/>  <http://www.albertacentennial.ca/history/viewpost.aspx~id=245.html>  Stagecoach Mary  <http://www.cascademontana.com/mary.htm>  <http://www.chickhistory.com/2011/02/black-history-month-part-3-women-in.html>  <http://www.lkwdpl.org/wihohio/fiel-mar.htm>  Pawnee Bill  <http://digital.library.okstate.edu/encyclopedia/entries/P/PA024.html>  Sundance Kid  <http://www.biography.com/people/sundance-kid-9499214>  <http://americanhistory.about.com/od/americanwest/a/sundance_kid.htm>  **Poems**  “Buffalo Dusk” (Carl Sandburg) <http://www.poetryfoundation.org/poem/238488>  “Home on the Range” (Brewster Higley) <http://www.netstate.com/states/symb/song/ks_home_on_the_range.htm>  Various versions of “Home on the Range”, songs recorded <http://www.npr.org/programs/morning/features/patc/homeontherange/>  Cowboy songs recorded <http://www.pbs.org/weta/thewest/resources/archives/five/songs.htm> | | | | | | | | |
| **Cross Curricular Connections:** 2.G.1 Geography- Use geographic representations, terms, and technology to process information from a spatial perspective.  2.G.2 – Geography – Understand the effects of human interacting with their environment 2.H.1.1 History- Use timelines to show sequencing of events. | | | | | | | | |